

Love and Logic Discipline Ideas

By: Amy Diehl

Here are some Love and Logic solutions to the problems that occur daily in classrooms. Choose a saying or experiment to try when a problem occurs.

1. ***Energy Drain*** (experiment is in your L&L packet) Energy drain is very effective with kids who are disrespectful to teachers! The principle behind it is, the teachers energy is drained when the student is disrespectful, talks back etc... When this happens, dramatically say to the student, "ohhh, you are draining my energy! Don't worry, I'll find a way for you to get it back." The "consequence" of being disrespectful is having the student do the work because you are drained from his/her actions. After the work is completed, you thank them for giving you your energy back. The fun part is the next time he/she is disrespectful, say "ohh, your draining my energy. I'll find a way for you to get it back." That is an effective internalize motivator for the child to change how he/she acts! Be creative in how they get your energy back. Once I had a student who hated physical work, so when he drained my energy I didn't have any left to take down the work in the hall. He did this after school, and the next day, he decided that to work in class was much easier than to work after school.

2. ***Interventions:***

- Give the student the evil eye
- Walk towards the student
- Stand close to the student
- Eye contact and shake of the head indicating "no"
- Place gentle hand upon the shoulder of the student
- Change the student's location
- Indicate the behavior is misplaced- not suitable for the classroom but can be done in other locations
- I messages or Enforceable Statements
- Revisit expectations
- Provide choices
- Recovery time/ time out
- Provide natural or logical consequence with empathy
- Contact principal or parents

3. ***Recovery time/time out:***

- Area away from other students
- Used for thinking, no assignments are done during this time
- Students are in control of the amount of time spent there and set expectations on how the student can come back

Part 1: Classroom Interventions

1. Teachers who master the preventative interventions find they have more time to teach, fewer problems, and more fun!
2. Interventions put an end to small misbehaviors before they become big ones.
3. Use Preventative Interventions when you need to quick stop to the behavior so you can continue teaching.

Part 2: Getting Kids to Solve their Own Problems

1. Avoid getting sucked into problems that should be solved by your students.
2. Provide a strong dose of empathy.
3. Hand the problem back in a loving way.

Part 3: Neutralizing Arguing

1. Anger fuels misbehavior.
2. Go brain dead and do not think about what the child is saying!
3. Softly repeat a Love and Logic one liners.

Setting Limits with Enforceable Statements

1. The key to setting enforceable limits to describe what we are willing to do instead of telling students what they should do.
2. You will...we lose control, I will ...we gain control.
3. When we try to control by telling them what to do, we run the risk of creating resistance.
4. I respect you too much to argue.

I allow...

Using Choices to Prevent Power Struggles

1. Love and Logic teachers share some control with kids in order to gain their cooperation.
2. Only give 2 choices that you won't make a problem for you.
3. If your students don't make a choice within ten seconds, choose for them.

Part 4: Empathy

1. Anger allows a child to focus on the adult angered instead of the problem they caused.
2. Empathy opens the mind to thinking and problem solving.
3. Empathy keeps the adult the good guy and the problem the bad guy.
4. Empathy followed by logical consequences builds responsibility.

Delayed and Anticipatory Consequences

1. Students are required to do much more thinking and learning when they find themselves having to anticipate what consequence their teacher will apply.
2. When you don't know what to do, delay the consequence.
3. "Oh that's a problem, I'm going to have to do something about it. But not right now, ^{later} try not to worry about it."
4. If you make a problem, I will do something.
5. Delayed consequences allow kids to learn self-discipline instead of relying on reminders.

Part 5: Recovery Process

1. Recovery is designed to preserve the learning environment.
2. Primary goal is so the teacher can teach, and the other students can learn.
3. Recovery Process sends the message, I care far too much for you to allow you to misbehave in my class. I care enough about you to set some limits.

Developing Positive Teacher/ Student Relationships

1. Tough students will do things for teachers they really love and respect.
2. The most important words in the "one Sentence Intervention" are I noticed.
3. One sentence intervention is applied twice a week for 3 weeks. Then test the technique with the phrase, "will you do it just for me?"